

**Title:** Setting the Scene

**Objectives:** To create interest and excitement for the journey to the Klondike gold fields; To write lead-in sentences.

**Materials:**

Copy of Seattle Post-Intelligencer front page from July 17, 1897 (see attachment)

Copy of photo (see attachment) on overhead

Class set of transparency paper

Class set of copy of photo

Class set of overhead pens.

**Time:** 1 1/2 hours (can be broken into two parts)

**Lesson Description:**

*In the first part of the lesson you are presenting the anticipatory set and providing students the first bit of information about the Klondike gold rush.*

Part One:

1. Show the class the headline from Seattle PI announcing the discovery of gold in the Klondike. Tell students they will be joining thousands of other Stampeders to seek their fortunes in the Yukon territory. Read the following excerpt from Gold! The Klondike Adventure by Delia Ray:

The city of Seattle was usually still asleep at day break on weekend mornings, but this Saturday large crowds of people rushed to the downtown waterfront at dawn. They shouted excitedly to one another, pointed across the water, and craned their necks to sea. The *Portland* was coming!...On board was the most precious cargo ever to enter the Seattle harbor---sixty-eight miners from the Klondike and more than two tons of gold. (p.17)

2. At this point ask your students what they imagine the people on the pier are thinking and feeling. If they were there themselves, what would be going through their minds? Continue to read:

To the impatient spectators on the dock, the *Portland* seems to move in slow motion. “Show us the gold!” yelled the onlookers, and several miners on board lifted the heavy sacks for all to see...A thrilled swept through the crowd as each person imagined the glittering gold dust and nuggets inside the bags. The big ship carefully pulled alongside the warf and the gangplank was lowered.(p.17)

When the first miner stepped into full view the people stared in amazement. He heaved a buckskin bag to his shoulder and steadied the load. His face was lean and weather-beaten, lined with the strain of hard work and long Yukon winters. Behind him two men staggered down the ramp each grasping the end of a sagging blanket. (p.18)

3. Ask students what they think is in the buckskin or why the blanket is sagging. Continue to read:

One after another they came, carrying old leather suitcases, pine boxes, and pickle jars---anything that would hold the heavy piles of gold. The commotion on the docks grew as each miner appeared. “Hurray for the Klondike!” the people cried. (p.18)

Part Two:

*In the second part of this lesson, you will teach kids how to write a lead-in sentence.*

1. At this point put the copy of the picture of the returning stampeders on the overhead. Have the student examine the picture. Ask, “What do you notice? What are the expressions on their faces? Do they look weary,excited, confident, suspicious?...”Encourage students to explain what they see and to justify their thoughts based on what they actually see.

2. Explain to the students they are to select one person in the picture and imagine they are that person. Tell the students they will be writing a brief paragraph from the perspective of their miner using a strong lead-in sentence. You can define “lead-in sentence” as a sentence early in a piece of writing that makes a reader curious to read more.

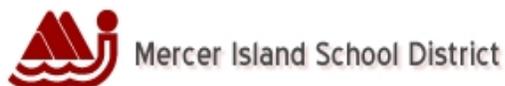
The paragraph will reflect the thoughts of the miner at that moment in time. The writing may not necessarily use proper grammar or complete sentences in order to portray the voice of the miner. The objective of the writing is to use a strong lead-in sentence in order to draw in the interest of the reader.

You could say, “When writing, it is important for the author to grab the reader’s attention in the first couple of sentences. With a strong lead-in sentence an author can create excitement and interest on the part of the reader. Then the reader will want to continue reading.”

3. Share some examples of writings with strong lead-ins. For example, Charlotte’s Web by E. B. White or Caves by Stephen Kramer are both good examples. You could also share examples of the student writing included in this unit (Documents 2 and 3). Or share two different lead-in sentences, both about the same topic. Have one be a strong lead-in and the other bland. Have the students identify which sentence is more engaging then compare the two in order to articulate what makes the strong lead-in sentence better.

4. Pass out the overhead transparencies and pens. Have students write their short paragraphs on the transparencies in order for students to share their work later. Transparencies also add a layer of novelty which helps maintain student interest. Select a few students to share their writing with the class. Have the students identify a part of the writing that is interesting from the reader’s perspective.

**TEACHER NOTES:** If you want to keep copies of the writing for documentation, you can have the class initially write on paper and select a few students to rewrite on the transparencies, or you can make copies of the transparencies on a copy machine.





KLONDYKE Don't get excited and rush away early half prepared. You are going to a country where gold is so valuable that gold and frequently don't buy for any one. We can fit you out quicker and better than any other place. We have had lots of experience, know how to pack and what to furnish.

A few more of those excellent Lawn Mowers on hand. 16-inch, \$2.85; 18-inch, \$3.15. Going camping? Take a look at those Folding Camp Beds at \$2.15 each. Received yesterday, 10 cases Fresh Ranch Eggs, 20c per dozen. Another shipment of Butter just arrived—Fine Dairy, 25c per brick. Choice Creamery, 35c per brick.

Store Open Until 9 O'clock Tonight. COOPER & LEVY Wholesale and Retail Dry Goods, 104 and 106 First Avenue South.

Our Soda Water Is the Best We Can Make. We give You Big Chunks of Ice Cream, Lots of Crushed Fruits, Best of Fruit Juices, Serve It in Hot Ice, or No Ice. Clover Cream Makes the Skin Elastic.

ITEWART & HOLMES DRUG CO., 703 First Avenue.

l. Sellar & Co.'s Annual Clearance Sale. Faithfully Every Line in Our Establishment Reduced.



Southern China. Beautifully decorated on china in plain, brown, blue, red and yellow. All at a discount during our Clearance sale. See a glass and some more before it's too late.

A. SELLER & CO.

OLD DUST. We pay higher prices for old dust and bottom ash and shavings. Our new machinery is especially adapted for sorting and grading. It is a full size and is made of gold metal. J. W. BAKER & SONS, 104 and 106 First Avenue South.

Don't Buy a Piece of Crockery until we place on sale the O. A. Schade & Co. Crockery stock.

See Tomorrow's Paper for Particulars. OPEN RIFE RAZAR CO.

LATEST NEWS FROM THE KLONDIKE. 9 O'CLOCK EDITION.

GOLD! GOLD! GOLD! GOLD!

Sixty-Eight Rich Men on the Steamer Portland.

STACKS OF YELLOW METAL!

Some Have \$5,000, Many Have More, and a Few Bring Out \$100,000 Each.

THE STEAMER CARRIES \$700,000.

Special Tug Chartered by the Post-Intelligencer to Get the News.

The Latest Reports From the New Eldorado Arrive This Morning—Interviews With Those Who Have Come Down From the North With New-Found Fortunes—The Recent Strikes Seem to Be as Rich as Reported—There is Plenty of Gold, But Only the Hardy and Provident Can Secure It—No Man Who Is Without a Suitable Outfit Should Temporarily Leave in That Remote Region—There Will No Doubt Be a Great Rush for the New Discoveries, and the Majority Will Outfit in and Leave From Seattle.

The Post-Intelligencer chartered a tug to get the news from the Klondike. The steamer was loaded at 2 o'clock.

moment, as the tug was ordered out to Seattle with the correspondent on board. The Sea Lion, Capt. Spang, made the trip down in record-breaking time, arriving at 6 o'clock, at least two hours ahead of the Portland. The Portland has on board 60 miners with \$700,000 in gold—more than has been seen in Klondike. Some of these have over \$100,000. Some of these are Seattle men, and they come back happy and rich.

BEINGING RACK GOLD. The steamer Portland has on board 60 miners with \$700,000 in gold—more than has been seen in Klondike. Some of these have over \$100,000. Some of these are Seattle men, and they come back happy and rich.

Special Tug Chartered by the Post-Intelligencer to Get the News. The Post-Intelligencer chartered a tug to get the news from the Klondike.

men on board who has lost his \$100,000, and one who has over \$100,000.

Cherokee Berry. Cherokee Berry is reported as the richest man in the Klondike. With a net worth of \$100,000, he is all well, healthy and contented.

Another shipment of Butter just arrived—Fine Dairy, 25c per brick. Choice Creamery, 35c per brick.

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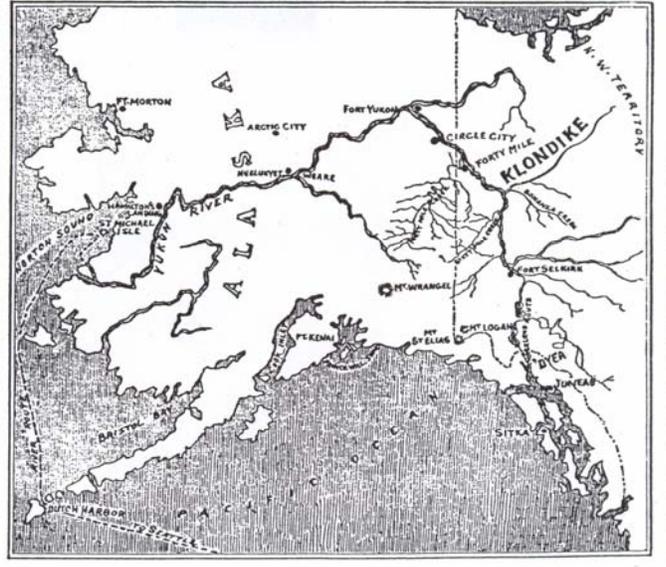
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THE LAND OF GOLD.



Map Showing the Yukon Country, with Klondike and Bonanza Creeks, where the recent rich discoveries have been made. The Overland Route from Seattle, by Dyea, Chilkoot Pass, the Lake and River, is shown, as well as the Overland Route by the Way of Barrow, St. Michael and the Yukon River. The dotted line shows the international boundary.

William Bradley, of Seattle, is among the passengers. He left his son in charge of his interests in a number of places. He went to the Klondike last year and is now returning with wealth to his son.

Richard Smith, of Vancouver, has been successful in getting back to the Klondike where he was once a partner in a gold mine. He is now returning with wealth to his son.

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1 For a full-size copy, please contact Klondike Gold Rush National Historic Park



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<sup>2</sup> Miners returning home, July 1897